Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.

- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.

- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.

- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.

- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.

- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.

- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.

- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).

- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.

- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.

- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 6 Model Performance Indicators that Correspond to the Common Core State Standards for Language

Conventions of Standard English

CC.6.L.1   *Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

(See MPIs for each specific standard below.)

CC.6.L.1a   *Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).*

Level 1 Entering	Match subject pronoun cards with appropriate pictures.

Level 2 Emerging	Complete sentences with the appropriate subject pronouns, with visual support.
Level 3 Developing	Complete sentences with the appropriate subject and object pronouns, with visual support.
Level 4 Expanding	Use subject, object, and possessive pronouns appropriately in sentences.
Level 5 Bridging	Incorporate subject, object, and possessive pronouns into own writing.

CC.6.L.1b   *Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).*

Level 1 Entering	Match intensive pronoun cards with subject pronoun cards, with a partner.
Level 2 Emerging	Match intensive pronoun cards with subject pronoun cards, with a partner; then copy the subject pronoun followed by the intensive pronoun and underline the intensive pronoun to show emphasis.
Level 3 Developing	Write sentences using intensive pronouns, using a sentence frame (e.g., student completes the frame ___ *did it* _____ to say *He did it himself* or *I did it myself.)*
Level 4 Expanding	Write a sentence describing a real person, using an intensive pronoun; exchange sentences with a partner and discuss whether the use of an intensive pronoun is appropriate or not.
Level 5 Bridging	Write a paragraph describing a real person, using at least one intensive pronoun appropriately.

CC.6.L.1c   *Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*

(No WIDA MPIs developed.)

CC.6.L.1d   *Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

(No WIDA MPIs developed.)

CC.6.L.1e   *Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Level 1 Entering	(Not applicable to Level 1 because of limited grammatical development.)
Level 2 Emerging	Sort short simple sentences into standard English and non-standard English (e.g., *He don't wanna go:* non-standard; *He doesn't want to go:* standard), with a partner.
Level 3 Developing	Write short sentences that may be standard or non-standard English; exchange sentences with a partner, and discuss which they are and why.

Level 4 Expanding	Peer edit a partner's writing to identify any variations from standard English; discuss strategies to help correct these variations.
Level 5 Bridging	Self-edit own writing to identify any variations from standard English; correct the variations and develop strategies for improving conventional English.

CC.6.L.2   *Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

(See MPIs for each specific standard below.)

CC.6.L.2a   *Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

Level 1 Entering	Insert commas on a written copy of a simple sentence read aloud by the teacher, to set off a restrictive or parenthetical element.
Level 2 Emerging	Insert a simple parenthetical or nonrestrictive element from a given list into a simple sentence provided by the teacher, using appropriate punctuation, with a partner.
Level 3 Developing	Write simple sentences using appropriate punctuation for parenthetical or nonrestrictive elements, following models showing use of commas, parentheses, and dashes, in a small group.
Level 4 Expanding	Edit a paragraph for appropriate use of commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements, with a partner.
Level 5 Bridging	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements in a sentence in narrative or informational writing.

CC.6.L.2b   *Conventions of Standard English: Spell correctly.*

Level 1 Entering	Correctly spell known grade-appropriate high-frequency words when dictated by the teacher.
Level 2 Beginning	Correctly spell known and unknown phonetically regular words when dictated by the teacher.
Level 3 Developing	Choose the correctly spelled word in a given sentence, based on conventional spelling patterns (e.g., *Betty was* moping/mopping *the floor).*
Level 4 Expanding	Edit a paragraph to correct spelling, independently, given a list of common spelling rules with examples.
Level 5 Bridging	Apply correct spelling in general writing.

Knowledge of Language

CC.6.L.3   *Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

(See MPIs for the specific standard below.)

CC6.L.3a   *Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Level 1 Entering	Choose the card with the more precise label from pairs of cards showing a picture and a label (e.g., from two pictures of a dog, one labeled *animal* and the other labeled *dog,* student chooses *dog)*, with a partner.
Level 2 Emerging	Replace highlighted words in simple sentences with more precise words from a short list of possible replacements, with a partner.
Level 3 Developing	Select a more precise word from a word bank to replace a less precise word in a text (e.g., select *survive* for *live*).
Level 4 Expanding	Self-edit a partner's writing, with the partner, to add preciseness and conciseness and eliminate wordiness and redundancy.
Level 5 Bridging	Plan and write an advanced storyline that includes precise, concise language, with no wordiness and redundancy, with the help of graphic organizers.

CC6.L.3b   *Knowledge of Language: Maintain consistency in style and tone.*

(No WIDA MPIs developed.)

Vocabulary Acquisition and Use

CC.6.L.4   *Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.*

(See MPIs for each specific standard below.)

CC.6.L.4a   *Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*

Level 1 Entering	Identify pictures that help determine the meaning of unknown words in an illustrated leveled text that has been read aloud and discussed, with a partner.
Level 2 Emerging	Distinguish the use of vocabulary words in various contexts (e.g., *table* in math or science class vs. *table* in a house), using illustrations and group discussion.
Level 3 Developing	Read a simple sentence containing an unknown word and a context clue; discuss the context clue with a partner; then choose the correct meaning of the word from three choices.
Level 4 Expanding	Discuss a leveled text and the meanings of unknown words and phrases in the text with a partner; then identify and underline the context clues that will help understand the words and phrases.
Level 5	Read a short paragraph containing an unknown vocabulary word and a context

Bridging	clue; then identify the context clue and write a definition of the unknown word.

CC.6.L.4b   *Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*

Level 1 Entering	Follow simple oral commands from the teacher to show comprehension of common words with prefixes and roots (e.g., *Untie your shoe. Retie your shoe).*
Level 2 Emerging	Identify root words and affixes from a leveled text that has been read aloud, and use a beginning ESL dictionary to find their meanings, with a partner.
Level 3 Developing	Connect known root words with the appropriate affixes, using a chart of known affixes, and write sentences that illustrate the words' meanings (e.g., connect *un-* with *read* and *-able,* and write a sentence using the word *unreadable).*
Level 4 Expanding	Brainstorm in a small group related words have the same given Greek or Latin prefix, and discuss what the prefix means (e.g., *automatic, autobiography, automobile;* the meaning of *auto-* is *self).*
Level 5 Bridging	Apply knowledge of Greek and Latin prefixes, suffixes, and base words to define new vocabulary (e.g., *international* describes something *between nations*).

CC.6.L.4c   *Vocabulary Acquisition and Use: Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.*

Level 1 Entering	Find the meanings of unknown content-area words by using a picture dictionary organized by content area, with a partner.
Level 2 Beginning	Use a beginning English learner's dictionary to find the meanings of words in a leveled text.
Level 3 Developing	Use a beginner thesaurus to clarify the precise meaning of a word from a leveled text.
Level 4 Expanding	Discuss in a small group how to use a dictionary, glossary, or thesaurus to find the pronunciation, meaning, or part of speech of a word.
Level 5 Bridging	Use dictionaries, glossaries, and thesauruses to find the meaning, pronunciation, or part of speech of words encountered in grade-level text.

CC.6.L.4d   *Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).*

Level 1 Entering	Identify pictures that help determine the meaning of unknown words or phrases from an illustrated leveled text that has been read aloud and discussed, with a partner.
Level 2 Emerging	Identify pictures that help determine the meaning of unknown words or phrases from an illustrated leveled text that has been read aloud and discussed, with a partner; then find the words in a beginning ESL dictionary to confirm the meanings.
Level 3 Developing	Identify words or phrases with unknown or unsure meanings in leveled text; discuss inferred meanings with a partner; when they are different, use the context or a dictionary to determine the correct meaning.
Level 4 Expanding	List words whose meanings are not clear from an assigned reading; discuss the words in a small group, using context to help clarify the meaning; if meanings are

	still not clear, look up the words in a dictionary.
Level 5 Bridging	Verify the inferred meaning of a word or phrase by checking in context or in a dictionary.

CC.6.L.5   *Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

(See MPIs for each specific standard below.)

CC.6.5a

      Vocabulary Acquisition and Use: Interpret figures of speech (e.g. personification) in context.

Level 1 Entering	Choose examples of alliteration, with a partner, from a list provided by the teacher (the list should include phrases with alliteration and phrases without alliteration).
Level 2 Beginning	Choose an example of hyperbole from a list provided by the teacher (e.g., *I could eat a cow)* and discuss its meaning with a partner.
Level 3 Developing	Complete common similes (e.g., *as busy as a bee, as wise as an owl)*, in a small group, and discuss why the particular combination of adjective and noun is appropriate.
Level 4 Expanding	Discuss examples of hyperbole, in a small group, using the context to determine the author's purpose in using exaggeration.
Level 5 Bridging	Locate an example of personification in grade-level text and write a paragraph analyzing why it was used and the effect it has.

CC.6.L.5b   *Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.*

(No WIDA MPIs developed.)

CC.6.L.5c   *Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).*

Level 1 Entering	(Does not apply to Level 1 because of very limited vocabulary.)
Level 2 Beginning	Match a given word with a synonym that has a different connotation (e.g., match *little* with *tiny)*; then discuss with a partner how the two differ in meaning (e.g., *tiny* is smaller than *little).*
Level 3 Developing	Compare shades of meaning for synonyms (e.g., *gigantic* vs. *big),* choosing sentences to demonstrate knowledge, with visual support.
Level 4 Expanding	Brainstorm synonyms and near-synonyms for common words (e.g., beginning with *big,* brainstorm *large, huge, immense, enormous, gigantic,* etc.), in a small group; then sequence the words according to perceived degree of intensity.
Level 5 Bridging	Distinguish among connotations of adjectives by "conjugating adjectives": choose three adjectives with a similar denotation, where one has a positive connotation, one is neutral, and one has a negative connotation, and use them with first, second,

	and third person singular pronouns (e.g., *I am slender; you are thin; she is skeletal; I am frugal; you are thrifty; he is cheap).*

CC.6.L.6   ***Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.***

(No WIDA MPIs developed.)